



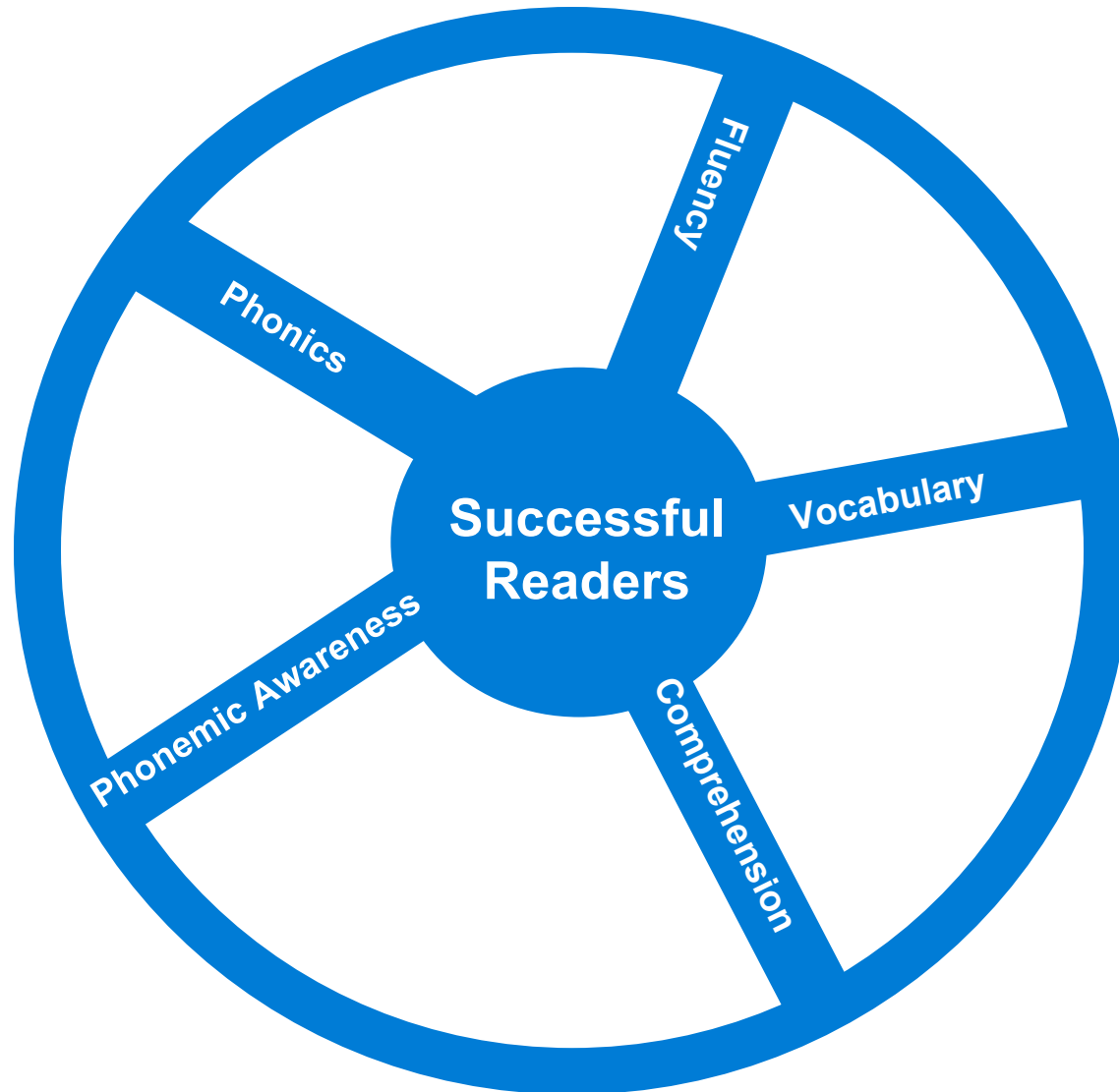
Monitoring Comprehension

Teaching Comprehension Strategies to
Students



Session Outcomes

- **Explore what research says about the teaching and learning of reading comprehension.**
- **Understand commonly used comprehension monitoring strategies.**
- **Teachers will differentiate among strategies that are appropriate before, during, and after reading.**



National Reading Panel Report



Comprehension Monitoring:

Where students learn how to be aware of their understanding of the materials.

Cooperative Learning:

Where students learn reading strategies together.

Use of graphic and semantic organizers:

Where readers make graphic representations of the material to assist comprehension.

National Reading Panel Report



Question answering:

Where readers answer questions posed by the teacher and receive immediate feedback.

Question generation:

Where readers ask themselves about various aspects of the text.

Story structure:

Where students are taught to use the structure of the story as a means of helping them recall story content.

Reading Comprehension Defined



“Intentional thinking during which meaning is constructed through interactions between text and reader.”

(Harris and Hodges 1995, 207)



Good Readers Are...

- **Purposeful**
- **Active**
- **Strategic**
- **Flexible**



Text Comprehension Instruction

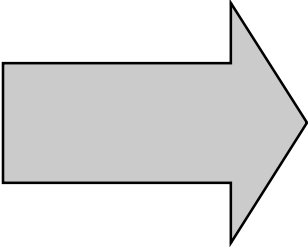
- **Monitoring comprehension**
- **Using graphic and semantic organizers**
- **Answering questions**
- **Generating questions**
- **Recognizing story structure**

Reading Comprehension Strategies



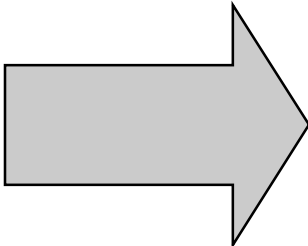
- **Predict**
- **Monitor/clarify**
- **Question**
- **Summarize**
- **Visualize**
- **Making use of prior knowledge**
- **Making inferences**

Strategies For Reading Text



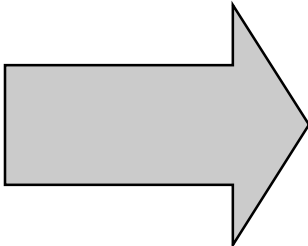
Before Reading

- **Preview the text/predicting**
- **Build background knowledge**
- **Set purposes**



During Reading

- **Check understanding**
- **Monitor comprehension**
- **Integrate new concepts**



After Reading

- **Summarize**
- **Evaluate the ideas**
- **Make applications**



Comprehension Monitoring

It's important to teach students to monitor and repair comprehension:

- **Track their thinking**
- **Notice when they lose focus**
- **Stop and go back**
- **Reread to enhance understanding**
- **Identify what's confusing**
- **Consciously select the best strategy**

Teaching Students to Monitor Comprehension



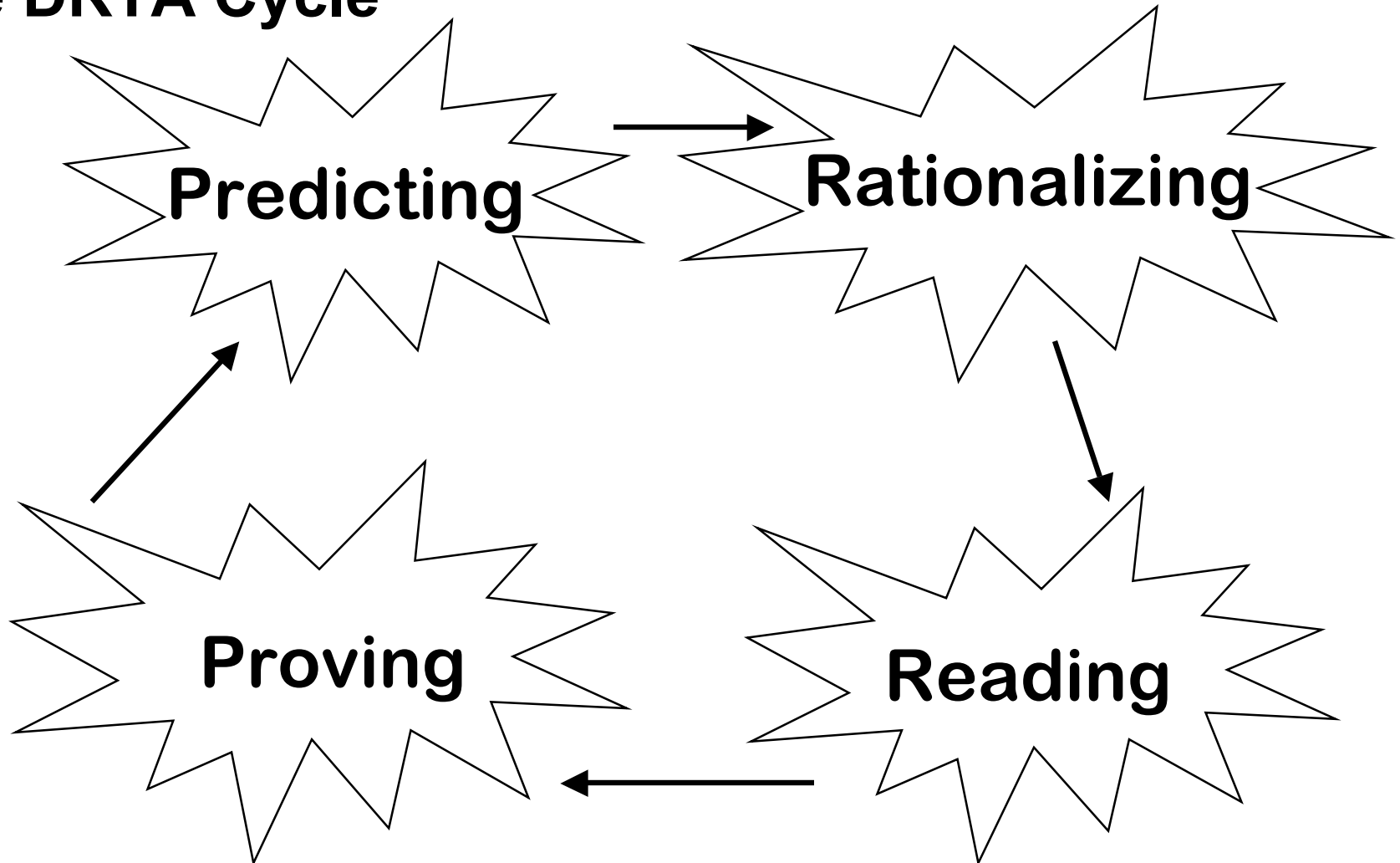
- **Direct instruction:**
 - Teaching
 - Modeling
 - Guided practice
 - Application
- **Cooperative learning**
- **Multiple-strategy instruction**



Predicting

- **Previewing the text**
- **Accessing prior knowledge**
- **Text structures**
- **I think..., I'll bet..., I predict..., I imagine..., I wonder...**

The DRTA Cycle



Directed Reading-Thinking Activity



- Children receive a copy of the text
- Teacher leads students through making predictions
- Students read a segment of the text
- Teacher guides students in examination of the evidence
- Students revise and generate new predictions
- Students continue reading



Your Turn

Select a partner and prepare for the lesson:

- **Assign one piece of text to each person.**
- **Read through your assigned text and determine where you will pause to make predictions.**

Practice

- **Person one will be the teacher.**
- **Person two will be the student.**
- **Person one guides the student through the DRTA process with the text provided.**
- **Switch roles and repeat with the other text.**

Question



- **Student generated**
- **Literal: Who, what, where**
- **Inferential: why, how, what if**



Question-Answer Relationship

- **Teach the four types of questions:**
 - Right there
 - Think and search
 - Author and you
 - On your own
- **Model how to analyze and answer questions**
- **Students practice**

A large, light gray arrow pointing to the right. It has a black outline and a small black shadow to its left. The text "In The Text" is written in blue, sans-serif font inside the arrow.

In The Text

- Right There
- Think and Search

A large, light gray arrow pointing to the right. It has a black outline and a small black shadow to its left. The text "In My Head" is written in blue, sans-serif font inside the arrow.

In My Head

- Author and You
- On Your Own

Right There



The answer is right in the text and usually easy to find.

The words used to make up the question and the answer are usually the same.



Question:

What year did the Civil War end?

Answer:

The Civil War ended in 1865.

Think and Search



The answer is in the text, but you need to put different parts together to answer it.

Words for the question and words for the answer are not usually the same.



Question:

What are the primary organs of the digestive system?

Answer:

The esophagus, stomach and intestines make up the digestive system.

Author and You



The answer is not in the text, but the text will be used to find an answer.

Think of what you already know and link it to what you know from the text. See how they fit together.



Question:

Using the graph, explain why you think there was a sharp dip in sales during 1991?

Answer:

I think 1991 sales were down because there was less income made by households that year.

On My Own



The answer is not in the text so prior knowledge and experiences must be used.

The question can be answered without having read the text.



Question:

Why is it a good idea to conserve water?

Answer:

I think water should be conserved because...

When lighting a match, it is important to follow these steps carefully. First, tear one match out of the matchbook. Second, close the matchbook cover. Third, strike the match against the rough strip on the outside of the matchbook. Finally, after it has been used, blow it out carefully, and be sure it is cool before you throw it away.



Question Answer Relationship

- 1. What are the first two steps to correctly light and use a match?**
- 2. Why should you be sure the match is cool before you throw it away?**
- 3. What should you do after a match has been used and is still burning?**
- 4. Why should you close the cover before striking the match?**
- 5. What do you strike the match against to light it?**
- 6. How important is it to follow the second and fourth step of lighting the match?**







Monitor/Clarify

- Identify words they are unfamiliar with.
- Identify sentences or phrases that need clarification.
- Identify passages that are not clear.
- I don't understand the part where...
- This _____ is not clear.
- I can't figure out...
- This is a tricky word because....



Monitor Clarify

Clarifying a word

- I blend the sounds together.
- I look for word parts I know.
- I think of another word that looks like this word.
- I look for clues.



Monitor/Clarify

Clarifying an idea

- I reread the part I didn't understand.
- I think about what I know.
- I talk to a friend.
- I read on and look for clues.

Summarize



Narrative

- **Character**
- **Setting**
- **Problem**
- **Event**
- **Resolution**

Expository

- **Important points**
- **Logical order**
- **Conclusion**



Summarize

- **The story takes place...**
- **First, next, then, finally...**
- **The main point was...**
- **A problem occurs when...**
- **This part was about..**
- **The most important ideas in this text are...**
- **Overall, this was about...**



Good Summaries include:

- **Key people/items**
- **Key places**
- **Key words and synonyms**
- **Key ideas and concepts**

Summary Organizer



**Main Characters or
Items**

**Key
Settings**

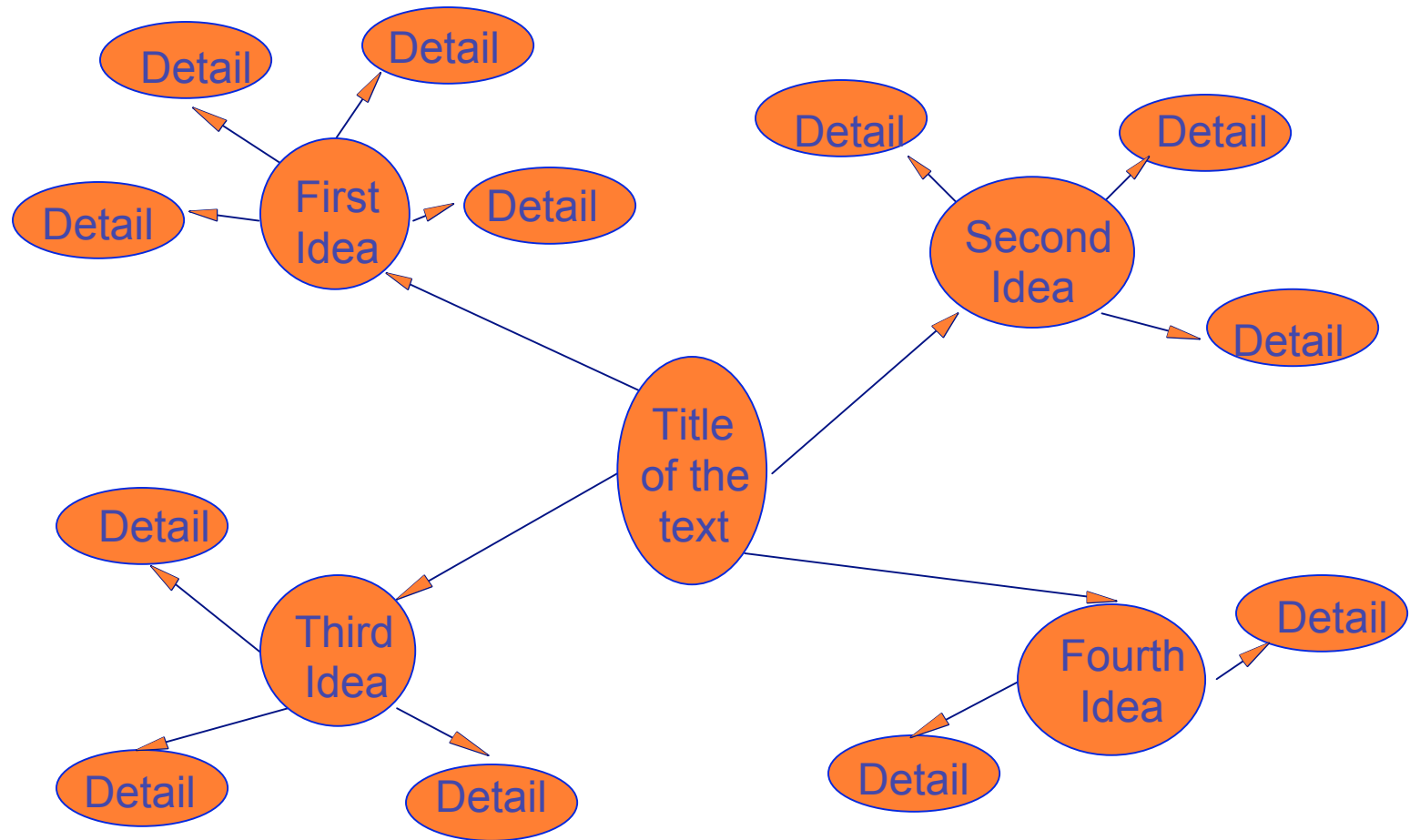
Key Events

Key Vocabulary

Character 1:

Character 2:

Summarizing map



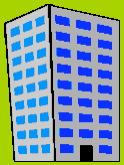


Multi-Strategy Instruction

- Teaching students to move fluidly through the various strategies
- Students understand when to select a specific strategy
- Students understand how genre impacts the strategy they select

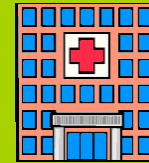


Summarize Street

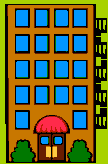


Visualize Avenue

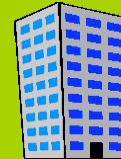
Monitor Street



Question Street

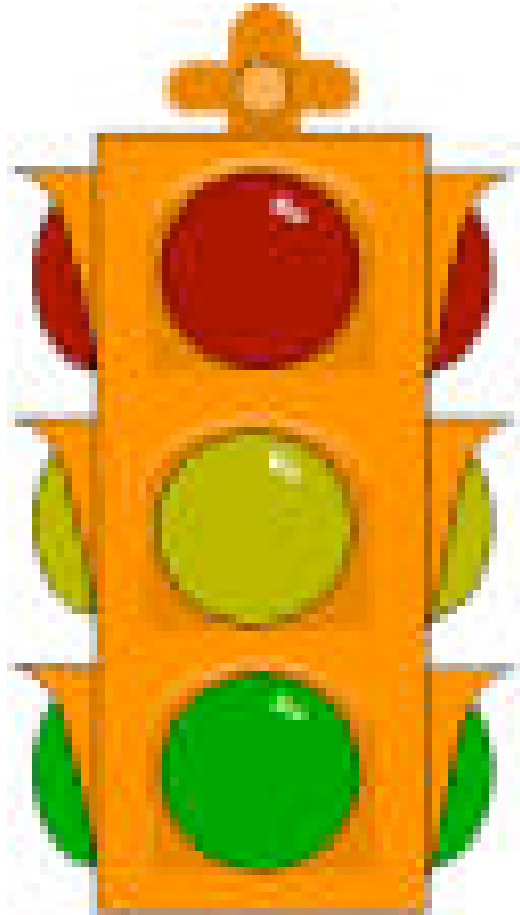


Clarify Drive



Prediction Street





Stop:

- Make predictions.
- Set a purpose for reading.

Slow Down:

- Monitor comprehension.
- Apply strategies.

Go:

- Continue reading for more information.

When we read we:

Predict

Strategies to help ourselves
Predict better

We predict differently with different kinds of text:

| Narrative Text | Expository Text |
|---|--|
| <ul style="list-style-type: none"> Figure out what is going to happen next in the story. Use the book cover, back cover, pictures and chapter titles. Ask questions about what happens in the chapters. Ask ourselves what we know happen. Compare the text. Read to learn about character, setting, plot, or theme. Check our predictions. If we were right, we confirmed that we know. | <ul style="list-style-type: none"> Figure out what the author is going to tell you next. Use the chapter titles, headings, bold words, and topic sentences. Study the main ideas, and details. Look for sequencing words: first, second, last, etc. Identify the author's purpose and audience. |

Clarify

Strategies to help ourselves
Clarify better

We can clarify what the author says and what the author means by understanding:

| Words | Ideas |
|---|---|
| <ul style="list-style-type: none"> Review text. Look at word parts. Understand the word to see if it means like a word we know. Look for signal words. The words in a sentence can often lead us to a clue to give us information for words, etc. Remember the part of context. Use punctuation clues. Use the dictionary or glossary. | <ul style="list-style-type: none"> Analyze the author's choice of words. Visualize the situation. Remember the sequence in which the information is presented. Identify the author's use of special features: titles, key words, words, bold words, etc. Connect information to what we know and have studied before. Read for clues about the author's intent. |

Summarize

Strategies to help ourselves
Summarize better

We can summarize in two ways:

| Restate the text | Visualize the text |
|---|---|
| <ul style="list-style-type: none"> Take notes or main ideas. Identify on the surface and under the surface information. Answer who, what, when, and where. Describe what we see in our minds. Write a summary. | <ul style="list-style-type: none"> Picture concrete items. Illustrate the text and its meaning. Describe our illustration to someone else. Think about word relationships. Practice "reading" backward to understand what we read. |

Question

Strategies to help ourselves
Question better

We can ask questions to help us understand the text on two levels:

| On-the-surface questions | Under-the-surface questions |
|---|--|
| <ul style="list-style-type: none"> The answer can be found word for word in the reading. The answer tells what happened or what was said. The answer helps us understand the main action. The answer helps us find the main idea. | <ul style="list-style-type: none"> The answer can be strongly implied by the text but we need to find the clues. The answer can be inferred; we must have background knowledge or we need to look in another source. |

W Xx Yy Zz

Good Readers THINK As They Read

January 26, 2004
1-26-04

Reading Tree

On-the-Surface Reading-
right there

Facts

Point-to-it

One correct answer

Who? African-American, US Navy sailor, dreamer, reader, traveler, B-11

Where? Brazil, northeast, Africa, Bermuda, Australia

What? sleep on the back, watch TV, cooks, keeps clean, jokes, radio

When?

Why?

How?

Would? Should?

Could?

Predict

More than one answer

Connect

Estimate

Make connections

Clarify

Visualize

Wonder ???

Sum up

ASK QUESTIONS ???

Reread

APPLY CONTEXT CLUES

Predict

Think about how the text makes you feel

Problem of the Day

Ryan has 7 marbles in his collection. Leon has one fewer than Ryan. How many marbles does Leon have?

Quincy the Questioner

Clar

Clarence the

Summa

Señor Sum

Predi

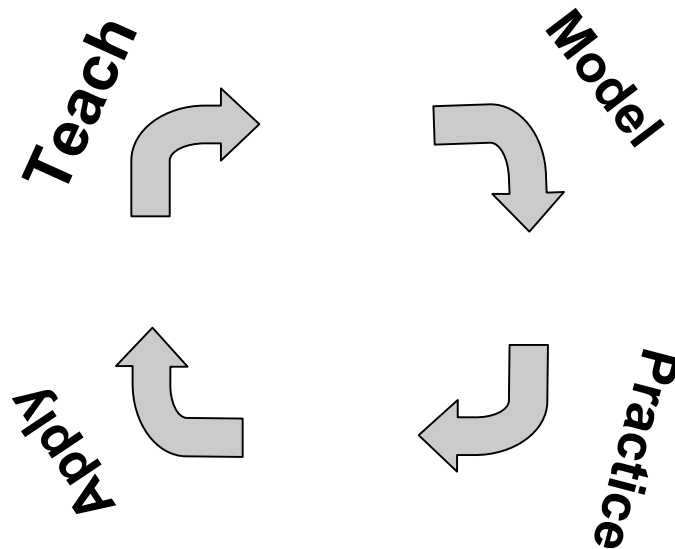
Assessing Reading Comprehension



- **Retell or summary**
- **Strategy assessment**
- **Teacher observation**
- **Cloze passages**

Conscious Selection of Strategies

- Explicit teaching of strategies
- Teacher modeling and think aloud
- Students practice in cooperative groups
- Independent practice



Comprehension Monitoring Strategies



- Identify **where** the difficulty is.
- Identify **what** is difficult.
- **Restate** the passage in their own words
- **Look back** through the text.
- **Look forward** in the text.



Cooperative Learning

- **Partners or groups**
- **Students practice strategies**
- **Students discuss use of strategies**

Your Turn



With a partner:

- **Each person reads aloud one of the passages provided.**
- **As you read, insert a “think aloud” as to what strategies you are using to comprehend the text.**
- **Discuss how this instruction would have a positive impact on student learning.**

Closing



- **Imagine a student that you are working with that is struggling with reading comprehension.**
- **Select two or three instructional strategies that you learned today that you feel would be helpful in improving their comprehension.**
- **Share with a partner what strategies you have selected to assist this student.**